

FEDERAL AGENCY: ENVIRONMENTAL PROTECTION AGENCY (EPA) Office of Environmental Education

TITLE: Environmental Education Grants -- Solicitation Notice for 2010

ACTION: Solicitation Notice

RFP NUMBER: EPA-EE-10-02

Catalog of Federal Domestic Assistance (CFDA): 66.951

Application Deadline: December 15, 2009 is the closing date for submission of applications. Applications submitted after the closing date and time will not be eligible for further consideration. See Section IV(D) for more details about the deadline.

Number and Value of Awards: The total estimated funding for this competitive opportunity is approximately \$3 million. EPA anticipates awarding approximately 90 - 95 grants, subject to the availability of funds and the quality of applications received.

Cost Sharing Requirement: Applicants must provide non-federal matching funds of at least 25% of the total cost of the project.

Start Date: Applications submitted to both Headquarters and Regional offices should plan for projects to start no earlier than July 1, 2010. (The dates awards are made vary from Region to Region and Regions to Headquarters. Some awards are made in late Spring/early Summer, whereas others are not made until late Summer/early Fall.)

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Section I. Funding Opportunity Description

A. Background and Summary

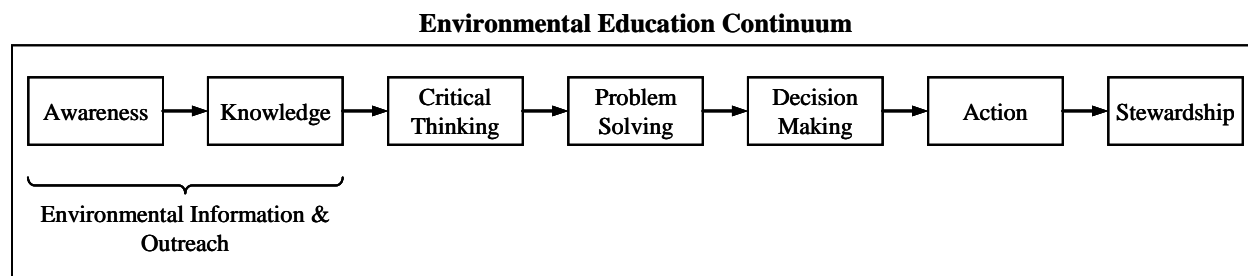
This document solicits grant proposals to support environmental education projects that promote environmental stewardship and help develop knowledgeable and responsible students, teachers, and citizens. This grant program provides financial support for innovative projects that design, demonstrate, or disseminate environmental education practices, methods, or techniques as described in this notice.

EPA issues environmental education grants from Headquarters as well as 10 EPA Regional offices. Though the same educational priorities are used for both Regional and Headquarters grants, the EPA funding amount requested determines whether the grant is awarded from a Region or from Headquarters. The 10 EPA Regional offices fund projects that request EPA funds for amounts from \$5,000 to \$50,000. EPA Headquarters funds projects that range from requests of \$50,001 to \$200,000.

In recent years, oversight on grant programs has increased and there are more requirements being imposed on Federal agencies to measure the success of their programs and to report the results from the grants funded. As a consequence, grantees must establish methods to document and report measurable results from grants projects. To ensure that grant proposals are competitive, applicants should carefully read Sections IV and V regarding how to structure a proposal. Due to the large number of grant applications received, EPA can fund only the highest ranking proposals as determined by external peer reviewers and EPA review panels.

B. Definitions

This grant program funds environmental education (EE) projects. Environmental information and outreach may be important elements of EE projects, but these activities by themselves are not environmental education. It may be helpful to view these activities along a continuum as follows:



By itself, environmental information only addresses awareness and knowledge, usually about a particular environmental issue. Outreach involves information dissemination and requests or suggestions for action on a particular issue (often without the critical thinking, problem solving and decision making steps in between). EE covers the range of steps and activities from awareness to action with an ultimate goal of environmental stewardship. Below are definitions of these and other terms used throughout this notice.

(1) “Environmental Education (EE)” increases public awareness and knowledge about environmental issues and provides the skills necessary to make informed environmental decisions and to take responsible actions. EE is based on objective and scientifically-sound information, and does not advocate a particular viewpoint or a course of action. EE teaches individuals how to weigh various sides of an issue through critical thinking and enhances their own problem solving and decision making skills on environmental topics.

(2) “Environmental Information” provides facts or opinions about environmental issues or problems. Information is essential to any educational effort. However, environmental information is not, by itself, environmental education. Information provides facts or opinions whereas education teaches people how to think, analyze, and solve problems.

(3) “Environmental Outreach” disseminates information and sometimes asks audiences to take specific action, but doesn’t necessarily teach people how to analyze an issue. Outreach often presents a particular point of view, and often in pursuit of a particular goal. Examples may include a community meeting to inform residents about a toxic site in their area and where they can go for help, or a campaign to get volunteer participants for a beach or stream clean-up event.

4) “Environmental Stewardship” is voluntary commitment, behavior, and action that result in environmental protection or improvement. Stewardship refers to an acceptance of personal responsibility for actions to improve environmental quality and to achieve sustainable outcomes. Stewardship involves lifestyles and business practices, initiatives and actions that enhance the state of the environment. Some examples are: living or conducting business in such a way as to minimize or eliminate pollution at its source; use energy and natural resources efficiently; decrease the use of hazardous chemicals; recycle wastes effectively; and conserve or restore forests, prairies, wetlands, rivers, and urban parks. Stewardship can be practiced by individuals, groups, schools, organizations, companies, communities, and state and local governments.

C. Educational Priorities of the Headquarters and Regional Grant Programs

All proposals must address at least one of the educational priorities listed below and satisfy the definition of “environmental education” as defined under Section I (B) above in order to qualify for a grant under this program. Proposals must focus on education, in addition to, where appropriate, distributing environmental information or conducting outreach activities (as defined above).

EPA has identified the following priorities for Headquarters and Regional environmental education proposals. Proposals addressing any of the priorities may be submitted to either Headquarters or a Regional office (depending on the level of federal funding requested which is noted below). The educational priorities listed below are not in order of importance or preference. EPA views all of these priorities as important. Proposals may address more than one priority. However, it is important that a project have a focus rather than addressing multiple priorities at the expense of a quality outcome. Proposals do not receive extra points for addressing more than one educational priority.

We encourage proposals that consider environmental issues that especially affect under-served or vulnerable subpopulations, where appropriate.

Regions will fund proposals requesting between \$5,000 - \$50,000 in federal funds, and Headquarters will fund proposals requesting between \$50,001 - \$200,000 in federal funds.

Educational Priorities

(1) EE Capacity Building: Building the capacity of agencies and organizations to develop, deliver, and sustain comprehensive environmental education programs statewide. Capacity building proposals may focus on one state, multiple states across the country, or multiple states in one geographic region.

Capacity building requires networking with various types of educational organizations and state or region-wide implementation of environmental education programs. Comprehensive capacity building programs include structural, programmatic, and funding components to sustain efforts long-term. Structural components may include establishing, developing, or implementing a state EE office, state EE association, state EE master plan, and/or state curriculum/resource guides. Programmatic components may include establishing model EE schools, training pre-service, in-service or non-formal educators, or issuing EE guidelines and/or correlations to state educational standards. Funding components may include a state EE trust fund, general revenues, and grants. Comprehensive programs also include the coordination and/or linking of major education or EE agencies and organizations throughout a state or region (e.g., state or federal education and natural resource agencies, schools and school districts, professional education associations, non-profit environmental, conservation or education organizations, and colleges and universities).

EE capacity building is a complex, long-term effort that can take years to successfully design and implement. Thus, all EE capacity building proposals must indicate how the project identified in the proposal is part of a larger state or regional EE capacity building effort.

If you intend to apply for funding for EE capacity building, we strongly urge you to read more information about it at <http://eelink.net/pages/Capacity+Building>.

NOTE: EE Capacity Building proposals can be submitted to Headquarters or Regions, but applications requesting an amount between \$50,001 and \$200,000, must be submitted to Headquarters and all grant proposals requesting between \$125,000 and \$200,000 must address Capacity Building.

(2) Educational Advancement: Utilizing environmental education as a catalyst to advance state or local education improvement goals.

The term “educational advancement” refers to state, local, or tribal efforts to improve student academic achievement through environmental education. Such efforts often focus on changes in curriculum, instruction, assessment, or how schools are organized. Curriculum and instructional changes may include the addition or enhancement of inquiry and problem solving in studying environmental issues, real-world learning experiences on environmental topic(s), project-based

learning about an environmental issue, team building and group decision-making on environmental topics, and learning about environmental issues through interdisciplinary study. Assessment changes may include developing content and performance standards for EE and realigning curriculum and instruction to the new standards and new assessments. School site changes may include creating EE magnet schools or encouraging parental and community involvement in EE projects.

(3) Community Projects: “Community Projects” address environmental stewardship in a local context and use community-based stewardship activities as the primary teaching tool.

(4) Human Health and the Environment: Educating teachers, students, parents, community leaders, or the public about human health threats from environmental pollution and how to minimize human exposure to preserve good health.

(5) EE Teaching Skills: Providing pre-service and in-service professional development for teachers, faculty, or non-formal educators to improve their environmental education teaching skills and/or knowledge about environmental issues and content, such as sustainability, water and air quality, chemical risks, hazardous wastes, climate change and greenhouse gas emissions.

An important resource to help guide projects that address “teaching skills” is the *Guidelines for the Preparation and Professional Development of Environmental Educators* developed with EPA funds. You may download or order a copy of this publication by going to EPA’s web site at <http://www.epa.gov/enviroed/ee pubsEPA.htm#guidelines>

(6) Career Development: Educating individuals in formal or non-formal settings about environmental issues for the purpose of encouraging interest in environmental careers.

D. Statutory Authority

Section 6 of the National Environmental Education Act of 1990 (Public Law 101-619) authorizes the award of Environmental Education Grants.

E. Linkage to EPA’s Strategic Plan and Expected Outputs and Outcomes

(1) Linkage to EPA’s Strategic Plan. All proposals must support EPA Strategic Goal 5 (Compliance and Environmental Stewardship), Objective 5.2 (Improve Environmental Performance through Pollution Prevention and Innovation), and Sub-Objective 5.2.1 (Prevent pollution and promote environmental stewardship by government and the public). See EPA’s Strategic Plan at http://www.epa.gov/ocfo/plan/2006/entire_report.pdf.

(2) Expected Outputs and Outcomes. Recipients of these grants will further EPA’s strategic goals by implementing educational projects that improve behavior through non-regulatory means, raise public awareness of actions that can be taken to prevent pollution, and promote environmental stewardship. During the evaluation process for proposals, EPA will determine if each work plan contains well-defined outputs and outcomes as described below.

(a) **Outputs** are activities, efforts, and/or work products that the applicant proposes to produce or provide during the project period to support an environmental goal. Expected outputs funded under this announcement may include: recruitment for projects that educate teachers, students, and the public about environmental issues; classroom activities, workshops, or field trips; training sessions for educators; development of educational materials and Web sites; designing methods to measure increased scores on standardized tests; and designing systems or methods to report the results to EPA. Grant proposals must clearly define measurable quantitative or qualitative outputs that can be reported during the funding period. After the project is implemented, grant recipients are required to submit to EPA status reports about their progress in achieving outputs. See Appendix C for further information on outputs.

(b) **Outcomes** are the results, effects, or consequences that will occur from carrying out the activities or outputs of the environmental education project that is supportive of an EPA strategic goal. Outcomes may be environmental, behavioral, health-related or programmatic in nature, but must be quantitative. All of them may not necessarily be achievable during the project period. Outcomes are classified as short-term, medium-term, and long-term. **Short-term outcomes** include: increased learning, knowledge, skills, attitudes, and motivation. This type of outcome must be expected to occur during the project period. **Medium-term outcomes** include: decisions, actions, practices, and behavior that are the foundations of stewardship to protect the environment. For example, a project directed at students may include students cleaning up a stream, beach, habitat, or nature trail. A project directed at teachers may include teachers taking newly acquired skills into classrooms to teach and motivate students. Most projects will accomplish some medium-term outcomes during the project period. **Long-term outcomes** include: enhanced civic responsibility, and environmental improvements. These long-term outcomes may occur after the project closes, such as establishing a more environmentally literate public that takes action to restore or protect a watershed or transform a Brownfield site into an inner city park.

Anticipated outcomes for environmental education grants include: (1) promotion of environmental stewardship; (2) increased environmental knowledge and public awareness of environmental issues as measured by pre- and post-training surveys; (3) improved environmental literacy and improved scores on standardized achievement tests; (4) improved teacher access to training and research on environmental topics; and (5) sustainable environmental education programs. See Appendix C for further information on outcomes.

Section II. Award Information

A. Funding Type: The funding for selected projects will be in the form of a grant.

B. Number and Amount of Awards

EPA expects approximately \$3 million to be available for grants under this program. This program generates a great deal of public enthusiasm for supporting environmental education projects. The competition is very intense because EPA receives many more applications for grants than can be supported with available funds. A larger share of the total annual funding is distributed through the Regional Offices for smaller grants because Congress directs EPA to

award small grants to local schools, community organizations, and others to implement educational programs. By awarding smaller grants, EPA is able to reach applicants in more communities and typically in most states.

Regional Grants: The Regions fund smaller grants of \$50,000 or less. Regional Offices usually fund between 8 and 12 grants per Region, or usually only about 10% to 20% of the applications received. Most Regional grants range from \$15,000 to \$20,000.

Headquarters Grants: Headquarters funds the larger grants ranging from \$50,001 to \$200,000. Because Headquarters awards larger amounts for individual grants, its office typically receives more proposals and competition is very high. Headquarters is only able to fund approximately 10% of grant proposals received. Headquarters anticipates awarding approximately 8-12 grants as funding permits.

C. Start Date and Length of Project Period

Regional and Headquarters proposals should plan for their projects to begin no earlier than July 1, 2010. The date awards are made varies from Region to Region and Regions to Headquarters. EPA will accept up to two year project periods; the proposal must demonstrate clearly how the project will be completed in the time frame proposed.

D. Funding and Partial Funding Provisions

EPA reserves the right to reject all proposals and make no awards under this announcement. EPA also reserves the right to make additional awards up to 6 months from the date of the original selection decisions if additional funding becomes available. Any additional awards will be made in accordance with the requirements of this announcement and the Agency's competition policy. EPA reserves the right to partially fund proposals by funding discrete activities, portions, or phases of a proposed project. If EPA decides to partially fund a proposal, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the proposal, or portion thereof, was evaluated or selected for award, and that maintains the integrity of the competition and the evaluation/selection process.

E. Multiple Proposals

An organization may submit more than one proposal to Headquarters and a Regional Office in the same year if the proposals are for different projects. No organization will be awarded more than one grant for the same project during the same fiscal year (see Section V(B) of this announcement). In addition, applicants who have received a grant under this program in the past may submit a proposal in a subsequent year to continue an existing project or start a new project. If the proposal continues an existing project, the applicant must show how the project is "new or significantly improved" in some way such as reaching a new audience or a different geographic area. All eligible proposals will be evaluated based upon the criteria established in the solicitation notice for the year in which the proposal was submitted. No preference will be given to proposals that seek to continue an existing project. Only those projects ranking among the highest scores each fiscal year will receive awards.

Section III. Eligibility Information

A. Eligible Applicants

Any local education agency, college or university, state education or environmental agency, non-profit organization as described in Section 501(C)(3) of the Internal Revenue Code, or a noncommercial educational broadcasting entity as defined and licensed by Federal Communications Commission may submit a proposal. Applicant organizations must be located in the United States or territories and the majority of the educational activities must take place in the United States; or in the U.S. and Canada or Mexico; or in U.S. Territories. A teacher's school district, an educator's nonprofit organization, or a faculty member's college or university may apply, but an individual teacher or faculty member may not apply. Local or state government entities and public agencies that conduct educational programs on environmental topics or have partnered with an organization to help them do that will also be considered eligible and may apply.

“Tribal education agencies” that are eligible to apply include a school or community college which is controlled by an Indian tribe, band, or nation, which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians and which is not administered by the Bureau of Indian Affairs. Tribal organizations do not qualify unless they meet that criteria or the non-profit criteria listed above. The terms for eligibility are defined in Section 3 of the Act and 40 CFR 47.105.

In addition, Congress has prohibited the use of federal funds to award grants to the Association of Community Organizations for Reform Now (ACORN) or any of its affiliates, subsidiaries, or allied organizations, and therefore in order to be eligible for funding consideration under this competition all applicants must affirmatively indicate in their proposal that they are not subject to this prohibition. This funding prohibition also applies to subawards/subgrants and contracts awarded by grantees.

B. Matching Funds

Non-federal matching funds of at least 25% of the total cost of the grant project are required. The matching requirement is explained in detail in Section IV(C) (4) under Budget and Non-Federal Match. Divide the amount requested from EPA by 3 to determine the required matching amount. (For example, when requesting \$75,000 from EPA, then matching funds of at least \$25,000 must be put into the project, for a total project cost of \$100,000.). Proposals that do not demonstrate meeting the match requirement in their proposal will not be considered eligible.

C. Threshold Eligibility Criteria

Proposals must meet the following threshold criteria to be eligible for funding consideration under this solicitation. **Failure to meet any of the following criteria in the proposal will result in automatic disqualification of the proposal for funding consideration.** Ineligible applicants will be notified within 15 calendar days of the determination that they are ineligible based on threshold criteria.

- (1) a. Applications must substantially comply with the application submission instructions and requirements set forth in Section IV of this announcement or else they will be rejected. Where a page limit is specified in Section IV, pages in excess of the page limitation will not be reviewed.
- b. Applications must be submitted or postmarked at or before 11:59pm, December 15, 2009, which is further explained in Section IV of this announcement.
- c. Applications postmarked after the submission deadline will be considered late and returned to the sender without further consideration unless the applicant can clearly demonstrate that it was late due to EPA mishandling.
- (2) The applicant must be an eligible organization as described above in Paragraph (A) above;
- (3) The applicant must meet the non-federal match as stated in Paragraph (B) above;
- (4) The maximum amount requested from EPA must not exceed the allowable limit of \$50,000 for a Regional grant. For Headquarters grants (greater than \$50,000), the maximum allowable limit is \$200,000; and all grants \$125,000 or over must address EE Capacity Building.
- (5) All proposals must address at least one of the educational priorities listed in Section I (C) and satisfy the definition of “environmental education” as defined under Section I (B).
- (6) If the proposal continues an existing project, the applicant must show how the project is “new or significantly improved” in some way such as reaching a new audience or a different geographic area.

D. Ineligible Activities

Environmental education funds cannot be used for:

- (1) Technical training of environmental management professionals;
- (2) Environmental “information” and/or “outreach” projects that have no educational component, as described above in Section I (B);
- (3) Advocacy promoting a particular point of view or course of action;
- (4) Lobbying or political activities as defined in OMB Circulars A-21 <http://www.whitehouse.gov/omb/circulars/a021/a021.html>, A-87 <http://www.whitehouse.gov/omb/circulars/a087/a087-all.html>, and A-122 http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html.
- (5) Non-educational research and development; or
- (6) Construction projects—EPA will not fund construction activities such as the acquisition of real property (e.g., buildings) or the construction or modification of any building.

Proposals will be reviewed for content that may contain any of the above ineligible activities and may be removed from consideration for funding.

Section IV. Application and Submission Information

A. Submission Requirements

Please follow the instructions below and do not submit additional items or forms which may create problems when copied. Unnecessary cover letters, maps and other attachments, binders and binder sheets, and audio visuals such as videos or CDs create a burden for the reviewers and are not helpful, nor are they reviewed or evaluated. Please do not refer to Web sites or online tools in your proposal as the **reviewers will evaluate only the materials provided in the application. This solicitation notice describes all the information and forms necessary to prepare an application.** If a project is selected as a finalist after the evaluation process is concluded, EPA will provide the applicants who are finalists with additional federal forms and request any other information needed to process the proposal.

Applicants must submit their applications in hard copy (paper) to EPA and must include all the information described below in Paragraphs B and C. Please follow the instructions below and go to the environmental education Web site (www.epa.gov/enviroed/grants) where the two required federal forms can be accessed and printed.

Applicants must submit **an original and two copies** of the proposal materials described in Section IV (by mail or express delivery service) to EPA Headquarters or a Regional Office listed in Section VII (Agency Contacts). The original, signed package must be postmarked by the deadline noted below in Section IV(D).

B. Format of Application

The required contents of an application/proposal are described in detail below. The entire narrative portion of the Work Plan (which includes the Project Summary, Project Description, and Project Evaluation) shall not exceed 7 pages – the Project Summary (1 page) and up to 6 pages total for both the Project Description and Project Evaluation.

“One page” refers to one side of a single-spaced typed page. The pages must be letter-sized (8 ½ X 11 inches), with margins at least one-half inch wide and with a font size no smaller than 11 points. The Detailed Budget and Appendices (i.e., Timeline, Logic Model, Technical Expertise and Qualifications, and Partnership Commitment Letters) are not included in the page limit.

C. Contents of Application

Checklist of Items to Submit: A proposal must contain all of the information outlined below. Please also refer to the additional instructions provided under “Instructions” below. Also, please see Appendix B.

- (1) Standard Form (SF) 424, Application for Federal Assistance
- (2) SF 424A Budget Information
- (3) Work plan (not to exceed 7 pages total)
 - (a) Project summary (not to exceed 1 page)
 - (b) Project description
 - (c) Project evaluation
- (4) Detailed budget (not included in page limit)
- (5) Appendices (not included in page limit):
 - (a) Timeline;
 - (b) Logic model;
 - (c) Technical experience and qualifications; and
 - (d) Partnership letters of commitment (only if you have partner organizations making a commitment to the project – please NO letters of endorsement or recommendation)

Instructions:

(1) **Standard Form (SF) 424 -- Application for Federal Assistance.** Complete the form. Refer to Appendix A for additional instructions.

(2) **Standard Form (SF) 424A – Budget Information.** Complete only Section B with the EPA funds and matching funds in separate columns and with the totals in column 5. Do **not** complete Section A, C, D, E or F of this form. Refer to Appendix A for additional instructions.

NOTE: The two federal forms and instructions specific to this program are available online at http://www.epa.gov/education/grants_apply.html and the Web site also has examples of completed forms. You can key in your data and budget information on the online forms and print a hard copy to be submitted with your proposal. Only finalists will be asked to submit additional federal forms necessary to process a federal grant.

(3) **Work Plan.** A work plan describes your proposed project and your evaluation process. Grant reviewers look at many proposals when scoring them, and providing your information in the order listed prevents information from being overlooked. The work plan and budget will be scored with the ranking factors identified in Section V. The work plan must not to exceed 7 pages total.

(a) **Project Summary:** Provide a one page overview of your entire project in the following format.

(i) **Organization and Partnerships:** Briefly describe: 1) your organization, 2) who will manage and implement your project, and 3) list your key partners for this grant, if applicable. Partnerships are encouraged and considered a contribution to the success of projects. Full details about your organization and staff will be an appendix.

(ii) **Summary:** Provide a brief statement that explains the need for your project and its goals and objectives. In addition, identify what environmental issue you will address, if any, as well as the educational priority listed in Section I of this announcement that best describes your project. Your summary should use layman's terms to provide reviewers with an understanding of the purpose and expected outcomes of your educational project. A person unfamiliar with your project should be able to read this paragraph and grasp your plan.

(iii) **Delivery Method:** Explain how you will reach your audience, such as workshops, field trips, interactive programs, conferences, etc.

(iv) **Audience:** Describe the demographics of your target audience including the number and types you expect to reach, such as teachers and students and the specific grade levels, community leaders, the general public, etc. We encourage proposals that address the burdens environmental problems place on under-served or vulnerable subpopulations, where appropriate.

(v) **Costs:** List the types of expenses on which you will spend the **EPA portion** of the grant funds.

(b) **Project Description:** Describe precisely what your project will achieve with the following headings – what, why, how, and who. Explain each aspect of your proposal clearly and address each topic below. If you choose to reorder the following paragraphs, include the headings below or you risk the possibility of information being overlooked when the project is scored. Please address all of the following to ensure that grant reviewers can fully comprehend and score your project correctly.

(i) **What:** (1) Explain the goals of your project. What are you trying to achieve? (2) Identify the environmental issue you will be addressing, if any, and explain why you have chosen this issue, including why this issue is important to your specific audience. Examples are projects that include information, education and/or activities on environmental problems such as greenhouse gas emissions and climate change, sustainability, air quality, chemical risks, hazardous waste, or water quality. (3) Explain how your project will increase environmental stewardship as defined in Section I. (4) Identify the educational priority your project will be addressing and why. Educational priorities are defined under Section I (C) above. **NOTE:** Your project may address more than one environmental issue and/or educational priority. However, it is important to be clear about where your focus will be. Identify your main educational priority (and environmental issue, if you are addressing any in particular) by choosing the one that best describes your project. If other educational priorities (and environmental issues) also apply, identify those as well, and how all will be addressed in your project.

(ii) **Why:** Explain the need for your project. Why are you proposing this project? Cite studies or sources, where appropriate, that verify the need for your project.

(iii) **How:** Explain your objectives. How will you reach your goals? Clearly explain how you will achieve your outputs and outcomes. This includes clearly identifying your activities as well as the materials and delivery methods that will be used. Please see the “note” below about developing, evaluating, and selecting educational materials to be used as part of your proposal. Clarify for the reviewers how you will complete all basic steps of your project from beginning to end. Do not omit steps that lead up to or follow the actual delivery methods (e.g., if you plan to make a presentation about your project at a local or national conference, specify where). If your project has the potential for wide application and could serve as a model for others, please explain how.

NOTE: Developing, Evaluating and Selecting Educational Materials: Please identify what materials, if any, you will use as part of your proposal. When determining what educational materials to use, EPA recommends you review “*Environmental Education Materials: Guidelines for Excellence*” developed with EPA funds. You may download or order a copy of this publication by going to EPA’s web site at <http://www.epa.gov/education/eepubsEPA.htm#resources> This publication provides guidance on developing, evaluating, and selecting quality environmental education materials. EPA strongly encourages applicants to use existing quality environmental education materials rather than developing new ones because many quality materials are available and some are under-utilized. EPA will consider funding the development of new materials only where the applicant demonstrates that there is a need (e.g., that existing quality educational materials cannot be adapted to a particular local environmental concern or audience or existing quality materials are not available). The applicant must specify what steps they have taken to determine this need (e.g., you may cite a conference where this need was discussed, the results of inquiries made within your community or with educational institutions, or a research paper or other published document). If you don’t know yet which materials you will use as part of your project, please identify what steps you will take to search for and select those materials.

(iv) **Who:** Identify your target audience and the numbers to be reached. Discuss the needs of that audience and why you have chosen to target them. Also, ***explain your recruitment plan*** to attract your target audience, and identify incentives to be used such as teacher stipends or continuing education credits. Please indicate if your project addresses the burdens environmental problems place on under-served or vulnerable subpopulations, where appropriate.

(c) **Project Evaluation:** In this section, you must explain your plans for meeting the goals and objectives of your project and for tracking and measuring progress on your outputs and your short-term outcomes. If your medium- and long-term outcomes can also be measured within the project period, explain your plans for that evaluation as well. Evaluation plans may be quantitative and/or qualitative and may include, for example, evaluation tools, observation, or outside consultation. Pre- and post-training questionnaires are recommended to determine if your performance measures for learning are being satisfied. If funded by EPA, grant recipients must be willing to report evaluation results to EPA.

For guidance on project evaluation please see <http://meera.snre.umich.edu> which is a web site partially supported with EPA funds to assist educators and others in evaluating their educational projects.

Please Note: Section I (E) above explains the EPA Strategic Plan and that all grants must support the EPA goals of promoting environmental stewardship and/or preventing pollution, and must result in improved environmental results over time.

(4) Budget and Non-Federal Match: Create a detailed budget to clarify in separate columns titled “EPA Funds, “Non-EPA Funds, and “Total” to show how EPA funds and non-federal matching funds will be used. In the detailed budget, use the same order and headings listed on the Budget Form 424A; these cost categories are: personnel/salaries; fringe benefits; travel; equipment over \$5000; supplies; contract costs; other costs; and indirect costs, where appropriate, since not all applicants will use every cost category. Provide details for each expense, such as personnel (number of staff, title or role in project, hourly wage, and percentage of time spent on project), travel (reasons for travel, costs and locations of trips, and costs per mile for travel and per diem per person), and supplies (provide categories and detailed listings according to the project tasks in which they will be used). Make sure you factor in the costs for all proposed activities and clarify which will be paid by EPA or will be paid by matching funds. (See Appendix A, Instructions for the SF424 Application, which includes instructions for preparing a detailed budget.)

Please note the following funding restrictions:

-- Indirect costs may only be requested in your budget if your organization has a current Indirect Cost Rate Agreement on file with a Federal Agency at the time of submission, subject to audit. To find more information on indirect cost rate agreements, go to <http://www.aqd.nbc.gov/indirect/indirect.asp>

-- EPA will not fund the acquisition of real property (including buildings) or the construction or modification of any building. EPA may, however, fund activities such as creating a nature trail with educational signs or building a bird watching station, as long as these items are an integral part of the environmental education project, and the cost is a relatively small percentage of the total amount of federal funds requested.

-- Funds for salaries and fringe benefits may be requested only for those personnel who are directly involved in implementing the proposed project and whose salaries and fringe benefits are directly related to specific products or outcomes of the proposed project. EPA strongly encourages applicants to request reasonable amounts of funding for salaries and fringe benefits to ensure that your proposal is competitive.

Matching Funds Explanation: Non-federal matching funds must be at least 25% of the total cost of the project. The match must be for an allowable cost and may be provided by the applicant or a partner organization or institution. The match may be provided in cash or by in-kind contributions and other non-monetary support. In-kind contributions often include salaries or other verifiable costs and this value must be carefully documented. In the case of salaries,

applicants may use fair market value for the locale. If the match is provided by a partner organization, the applicant is still responsible for proper accountability and documentation. All grants are subject to federal audit.

IMPORTANT: The matching non-federal share is a percentage of the entire cost of the project. For example, if the federal amount requested is \$30,000, divide this amount by 3, which equals \$10,000. Your match needs to be at least \$10,000 with the total budget for the project being, at a minimum, \$40,000. To assure that your match is sufficient, simply divide the federally requested amount by three. Your match must be at least one-third of the requested federal amount to be sufficient.

Other Federal Funds: You may use other federal funds in addition to those provided by this program, but not for activities that EPA is funding. You may not use any federal funds to meet any part of the required 25% match described above, unless it is specifically authorized by statute. If you have already been awarded federal funds for a project for which you are seeking additional support from this program, you must indicate those funds in the budget section of the work plan. You must also identify the project officer, agency, office, address, phone number, and the amount of the federal funds.

(5) Appendices. Appendices establish your timeline, logic model, qualifications, and any partnerships with other organizations.

(a) **Timeline** - Include a “timeline” to link your activities to a clear project schedule and indicate at what point over the months of your budget period each action, event, milestone, product development, and evaluation will occur. Please ensure that you have realistic goals and will use effective methods to reach them.

(b) **Logic Model** – Provide a graphic to display the outputs and outcomes developed through the project. An example of a basic logic model is attached at the back of this document. Complex projects may require more intricate logic models which may be created and submitted by applicants. Our Web site has a basic logic model where you can enter your data and print a copy to submit with a proposal (<http://www.epa.gov/enviroed/grants.html>). Refer to Appendix C for additional instructions.

(c) **Technical Experience and Qualifications** – Attach a description of your programmatic capabilities and ability to successfully implement and manage the proposed project including staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the goals of the project, and your organizational experience and past history in performing tasks similar to the proposed project. Also include a paragraph describing qualifications of each of the key personnel conducting the project.

If you send resumes for the key personnel conducting the project, please keep them to a maximum of 3 one-page resumes.

(d) **Partnership Letters of Commitment** – If the applicant organization has partners, such as schools, state agencies, or other organizations, include letters of commitment from partners

explaining their role in and/or funding of the proposed project. Applicants must be aware, however, that regardless of whether they have partnership commitments, they are responsible for meeting the cost share requirement described in Section III.B of the announcement.

Do **not** include letters of endorsement or recommendation or have letters mailed in later. Regardless of the source, letters from non-partners will **not** be considered in evaluating proposals. Please do not submit other appendices or attachments

D. Submission Deadline

Due Date – 11:59pm, December 15, 2009, is the deadline for proposals to be postmarked by if sent via U.S. Postal Service; or dated as received by a delivery/express mail service such as FedEx, UPS, or courier. Applications mailed or sent after that date will not receive consideration.

E. Pre-proposal/Application Assistance and Communications

In accordance with EPA's Competition Policy (EPA Order 5700.5A1), EPA staff will **not** meet with individual applicants to discuss draft proposals, provide informational comments on draft proposals, or provide advice to applicants on how to address ranking criteria. Applicants are responsible for the contents of their proposals. EPA staff will answer requests for clarification about the contents of this announcement and administrative issues related to the submission of a proposal. Answers to frequently asked questions about this program will be listed on the Web site. (http://www.epa.gov/enviroed/grants_apply.html)

F. Contracts and Subawards:

a. Contract and subaward policy

EPA awards funds to one eligible applicant as the recipient even if other eligible applicants are named as partners or co-applicants or members of a coalition or consortium. The recipient is accountable to EPA for the proper expenditure of funds.

Funding may be used to provide subgrants or subawards of financial assistance, which includes using subawards or subgrants to fund partnerships , provided the recipient complies with applicable requirements for subawards or subgrants including those contained in 40 CFR Parts 30 or 31, as appropriate. Applicants must compete contracts for services and products, including consultant contracts, and conduct cost and price analyses, to the extent required by the procurement provisions of the regulations at 40 CFR Parts 30 or 31, as appropriate. The regulations also contain limitations on consultant compensation. Applicants are not required to identify subawardees/subgrantees and/or contractors (including consultants) in their proposal/application. However, if they do, the fact that an applicant selected for award has named a specific subawardee/subgrantee, contractor, or consultant in the proposal/application EPA selects for funding does not relieve the applicant of its obligations to comply with subaward/subgrant and/or competitive procurement requirements as appropriate. Please note that applicants may not award sole source contracts to consulting, engineering or other firms

assisting applicants with the proposal solely based on the firm's role in preparing the proposal/application.

Successful applicants cannot use subgrants or subawards to avoid requirements in EPA grant regulations for competitive procurement by using these instruments to acquire commercial services or products from for-profit organizations to carry out its assistance agreement. The nature of the transaction between the recipient and the subawardee or subgrantee must be consistent with the standards for distinguishing between vendor transactions and subrecipient assistance under Subpart B Section .210 of OMB Circular A-133 , and the definitions of subaward at 40 CFR 30.2(ff) or subgrant at 40 CFR 31.3, as applicable. EPA will not be a party to these transactions. Applicants acquiring commercial goods or services must comply with the competitive procurement standards in 40 CFR Part 30 or 40 CFR Part 31.36 and cannot use a subaward/subgrant as the funding mechanism.

b. Evaluation of contracts and subawards

Section V of the announcement describes the evaluation criteria and evaluation process that will be used by EPA to make selections under this announcement. During this evaluation, except for those criteria that relate to the applicant's own qualifications, past performance, and reporting history, the review panel will consider, as appropriate and relevant, the qualifications, expertise, and experience of:

- (i) an applicant's named subawardees/subgrantees identified in the proposal/application if the applicant demonstrates in the proposal/application that if it receives an award that the subaward/subgrant will be properly awarded consistent with the applicable regulations in 40 CFR Parts 30 or 31. For example, applicants must not use subawards/subgrants to obtain commercial services or products from for profit firms or individual consultants.
- (ii) an applicant's named contractor(s), including consultants, identified in the proposal/application if the applicant demonstrates in its proposal/application that the contractor(s) was selected in compliance with the competitive Procurement Standards in 40 CFR Part 30 or 40 CFR 31.36 as appropriate. For example, an applicant must demonstrate that it selected the contractor(s) competitively or that a proper non-competitive sole-source award consistent with the regulations will be made to the contractor(s), that efforts were made to provide small and disadvantaged businesses with opportunities to compete, and that some form of cost or price analysis was conducted. EPA may not accept sole source justifications for contracts for services or products that are otherwise readily available in the commercial marketplace.

EPA will not consider the qualifications, experience, and expertise of named subawardees/subgrantees and/or named contractor(s) during the proposal/application evaluation process unless the applicant complies with these requirements.

Section V. Application Review Information

A. Full Evaluation and Scoring

Only proposals that meet all of the eligibility criteria in Section III will be evaluated on a 100 point scale using the criteria below. Applicants should take these criteria into consideration when designing proposals and should address them directly. If a proposal continues an existing project, the applicant must show how the project is “new or significantly improved” in some way such as reaching a new audience or a different geographic area. All proposals received at Headquarters and the 10 EPA Regional Offices will be reviewed by EPA officials and may include external environmental educators (peer reviewers) approved by EPA. Proposals submitted to a Regional Office will be reviewed in the applicable Region. Proposals submitted to Headquarters will be reviewed by external peer reviewers and a Headquarters panel. Proposals will be ranked by each Regional Office and Headquarters based on the reviewers’ scores, and the applicable approving official will then make the final selection based on the rankings.

The following criteria and points will be used to score eligible proposals:

(1) Project Summary – Maximum Score: 5 points - The project summary will be evaluated based on the applicant’s overview of the entire project as specified in the one-page Project Summary described in Section IV(C)(3).

(2) Project Description – Maximum Score: 40 points –Explain each aspect of your proposal clearly and address each topic below.

(i) What: Maximum Score: 10 points. (1) Explain the goals of your project. What are you trying to achieve? (2) Identify the environmental issue you will be addressing, if any, and explain why you have chosen this issue, including why this issue is important to your specific audience. Examples are projects that include information and/or activities (in educational settings) that address environmental problems such as greenhouse gas emissions and climate change, air quality, chemical risks, hazardous waste, or water quality. (3) Explain how your project will increase environmental stewardship as defined in Section I. (4) Identify the educational priority your project will be addressing and why. Educational priorities are defined under Section I (C).

(ii) Why: Maximum Score: 10 points. Explain the need for your project. Why are you proposing this project? Cite studies or sources, where appropriate, that verify the need for your project.

(iii) How: Maximum Score: 10 points. Explain your objectives. How will you reach your goals? Clearly explain how you will achieve your outputs and outcomes. This includes clearly identifying your activities as well as the materials and delivery methods that will be used. Clarify for the reviewers how you will complete all basic steps from beginning to end. Do not omit steps that lead up to or follow the actual delivery methods (e.g., if you plan to make a presentation about your project at a local or national conference, specify where).

(iv) **Who:** Maximum Points: 5 points. Identify your target audience and the numbers to be reached. Discuss the needs of that audience and why you have chosen to target them. Also, ***explain your recruitment plan*** to attract your target audience, and identify incentives to be used such as teacher stipends or continuing education credits.

(v) **Exceptional factors:** Maximum Score: 5 points. Factors noted by reviewers as being ones that set the proposal apart from others, including but not limited to factors such as: innovation; creative use of resources; strong plan for recruiting a diverse population of teachers and students; sustainability of the project after the project period ends; and/or identifies activities that will be undertaken as part of the project to enable others to use the project as a model for their programs, organizations, communities, or states.

(3) Project Evaluation – Maximum Score: 15 points – This score will be based on an assessment of: (a) the applicant’s design and strategy for performance measures (5 points); (b) how effectively the applicant will measure, track, and report progress towards achieving the outputs and outcomes of the proposal (see definitions in Section I of this announcement) (10 points).

(4) Budget – Maximum Score: 15 points - Under this factor, proposals will be evaluated based on: (a) how well the budget information clearly and accurately shows how funds will be used (5 points); (b) whether the funding request is reasonable given the activities proposed and provides a good return on the investment (10 points).

(5) Appendices – Maximum Score: 25 points - Under this factor, proposals will be evaluated based on:

(a) **Timeline:** How well the timeline clarifies the Work Plan and establishes for reviewers that the project is well thought out and feasible as planned (5 points).

(b) **Logic Model:** How well the Logic Model clarifies the Work Plan and establishes for reviewers that the project is well thought out and feasible as planned (5 points)

(c) **Technical Experience and Qualifications:** Under this criterion, EPA will evaluate your programmatic capability and ability to successfully implement and manage the proposed project including staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them to successfully achieve the goals of the project, and your organizational experience and past history in performing tasks similar to the proposed project. In evaluating technical experience, EPA will consider information provided by the applicant and may consider information from other sources including agency files and prior grantors. (10 points)

(d) **Partnership Letters of Commitment:** Under this criterion, EPA will evaluate the extent to which a firm commitment is made in writing by one or more partner organizations to provide staff, services, facilities, or funding (5 points). A neutral 2.5 points will be given if an applicant has no partners. Please do not send letters of endorsement or recommendation; they are not helpful and will not be considered.

B. Final Selections

Final funding decisions will be made by the Approving Officials in Headquarters and in the EPA Regional Offices based on the rankings and preliminary recommendations of the evaluation teams. In making the final funding decisions, the Approving Official may also consider the “mix” of proposals to be funded within Headquarters or a Regional Office to ensure a range of different educational priorities, environmental issues, geographic areas, and audiences are reached. Officials may also consider the amount of funding requested to ensure the most efficient use of funds.

Note: No organization will be awarded more than one grant for the same project during the same fiscal year. If two or more proposals for the same project from the same organization are found to be finalists at either Headquarters and/or among the Regions, the proposal with the highest score will be awarded the grant.

C. Other Funding

Please note that this is a very competitive grant program. Limited funding is available and many qualified grant applications will not be funded by EPA. If your project is not funded, you may wish to review other available grant funding programs on the main EPA Web site at www.epa.gov, on the EE Link website for the North American Association for Environmental Education at <http://eelink.net/pages/EE-Link+Introduction>, www.grants.gov and in the *Catalog of Federal Domestic Assistance* at www.cfda.gov.

Section VI. Award Administration Information

A. Notification to Applicants

Applicants will receive a confirmation that EPA has received their proposal after EPA has entered information about all proposals into a database, usually within 2 months after receipt. Headquarters and the 10 EPA regional offices operate independently, so specific dates are not available for when EPA will contact the highest scoring finalists to request additional federal forms and other information as recommended by reviewers; and send non-selection letters to the others. Usually those steps occur in the spring months. Non-selection (rejection) letters will be sent within 15 business days after a decision of non-selection. If selected for a grant, an award package will be mailed to the recipient organization explaining the responsibilities of the grantee.

B. Administrative and National Policy Requirements

The Environmental Education Grant Program Regulations provide additional information on EPA's administration of this program (57 FR 8390; Title 40 CFR, part 47). Also, EPA's general assistance regulations at 40 CFR Part 31 apply to state, local, and Indian tribal governments and 40 CFR Part 30 applies to all other applicants such as nonprofit organizations.

A listing and description of general EPA Regulations applicable to the award of assistance agreements may be viewed at:

http://www.epa.gov/ogd/AppKit/applicable_epa_regulations_and_description.htm.

Executive Order 12372, Intergovernmental Review of Federal Programs may be applicable to awards, resulting from this announcement. Applicants selected for funding may be required to provide a copy of their proposal to their [State Point of Contact](#) (SPOC) for review, pursuant to Executive Order 12372, Intergovernmental Review of Federal Programs. This review is not required with the Initial Proposal and not all states require such a review.

Non-profit applicants that are recommended for funding under this announcement are subject to pre-award administrative capability reviews consistent with Section 8b, 8c and 9d of EPA Order 5700.8 - Policy on Assessing Capabilities of Non-Profit Applicants for Managing Assistance Awards (http://www.epa.gov/ogd/grants/award/5700_8.pdf). In addition, non-profit applicants that qualify for funding may, depending on the size of the award, be required to fill out and submit to the Grants Management Office the Administrative Capabilities Form with supporting documents contained in Appendix A of EPA Order 5700.8.

C. DUNS Number

All applicants **are required** to provide a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number when applying for a Federal grant or cooperative agreement.

Applicants can receive a DUNS number, at no cost, by calling the toll-free request line at 1-866-705-5711, or visiting the D&B Web site at: <http://www.dnb.com>.

D. Reports and Work Products

Specific financial, technical, and other reporting requirements to measure the grant recipient's progress will be identified in the EPA grant award agreement. Grant recipients must submit periodic formal progress reports, as instructed in the award agreement. Also, two copies of a Final Technical Report and two copies of all work products must be sent to the EPA project officer within 90 days after the expiration of the project period.

E. Disputes

Assistance agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630 (January 26, 2006) located on the web at: <http://www.epa.gov/ogd/competition/resolution.htm>. Copies of these procedures may also be requested by contacting the person listed in Section VII of this announcement.

F. Confidential Business Information

In accordance with 40 CFR 2.203, applicants may claim all or a portion of their proposal as confidential business information. EPA will evaluate confidentiality claims in accordance with 40 CFR Part 2. Applicants must clearly mark proposals or portions of proposals they claim as

confidential. If no claim of confidentiality is made, EPA is not required to make the inquiry to the applicant otherwise required by 40 CFR 2.204(c)(2) prior to disclosure. [However, competitive proposals/applications are considered confidential and protected from disclosure prior to the completion of the competitive selection process.](#)

G. Management Fees

When formulating budgets for proposals, applicants must not include management fees or similar charges in excess of the direct costs at the rate approved by the applicant's cognizant audit agency, or at the rate provided for by the terms of the agreement negotiated with EPA. These are fees added to the direct costs in order to accumulate and reserve funds for ongoing expenses, unforeseen liabilities, or for other similar costs that are not allowable under EPA grants. Management fees or similar charges may not be used to improve or expand the project funded, except to the extent authorized as a direct cost of carrying out the scope of work.

Section VII. Agency Contacts

A. Internet: www.epa.gov/enviroed/grants

Please visit our Web site where you can view or download: federal forms, a basic logic model template, "Tips for Developing Successful Grant Applications" (<http://www.epa.gov/education/granttips.html>), descriptions of projects funded under this program in each state, and other education links and resource materials. The "Excellence in EE" series of publications listed at <http://www.epa.gov/enviroed/eepubsEPA.htm#guidelines> includes guidelines for: developing and evaluating educational materials; the initial preparation of environmental educators; and using environmental education in grades K-12 to support state and local education reform goals.

B. Notification of future Environmental Education Grant Cycles

If you wish to be notified when the next Solicitation Notice is issued, you should visit our Web site (www.epa.gov/enviroed/grants) where you can log in for notification of a new notice.

Mailing Addresses and Information

Applicants who need clarification about specific requirements in this Solicitation Notice may contact their EPA Regional Office listed below or the Environmental Education Division in Washington, D.C., as determined by the location where they will apply.

Applications must be submitted in hard copy via U.S. Postal Service, express mail (such as FedEx and UPS), or courier service. See below for complete address information for Headquarters and the Regional Offices. (**NOTE:** EPA Headquarters and Regional Offices cannot be responsible for applications sent to the wrong address. Applications addressed and sent to an address other than one of those listed below may arrive late and therefore be disqualified.)

U.S. EPA Headquarters -- For proposals requesting \$50,001 - \$200,000 from EPA

Mail (U.S. Postal) to:

Environmental Education Grant Program
Environmental Education Division (1704A)
1200 Pennsylvania Avenue, NW
Washington, D.C. 20460

Information:

Karen Scott
(202) 564-0451
scott.karen@epa.gov

Express mail (e.g., Fed Ex or UPS), hand delivery, or courier service:

Environmental Education Division (Room 1426D, Ariel Rios North)
1200 Pennsylvania Avenue, NW
Washington, D.C. 20004
Telephone (202) 564-0451

U.S. EPA Regional Offices -- For proposals requesting \$5,000 - \$50,000 from EPA

Mail the proposal to the Regional Office where the project will take place, rather than where the applicant is located, if these locations are different.

EPA Region I -- CT, ME, MA, NH, RI, VT

Mail proposals to:

U.S. EPA, Region 1
Environmental Education Grants
5 Post Office Square, Mail Code ORA-01-1
Boston, MA 02109-3912

Information:

Kristen Conroy
(617) 918-1069
conroy.kristen@epa.gov

EPA Region II -- NJ, NY, PR, VI

Mail proposals to:

U.S. EPA, Region 2
Environmental Education Grants, 26th Floor
290 Broadway
New York, NY 10007-1866

Information:

Teresa (Terry) Ippolito
(212) 637-3671
ippolito.teresa@epa.gov

EPA Region III -- DC, DE, MD, PA, VA, WV

Mail proposals to:

U.S. EPA, Region 3
Environmental Education Grants (3PA00)
1650 Arch Street
Philadelphia, PA 19103-2029

Information:

Kathleen Kirkland
(215) 814-5176
kirkland.kathleen@epa.gov

EPA Region IV -- AL, FL, GA, KY, MS, NC, SC, TN

Mail proposals to:

U.S. EPA, Region 4
Environmental Education Grants
Office of Public Affairs
61 Forsyth Street, S.W.
Atlanta, GA 30303

Information:

Kathy Armstrong
(404) 562-8225
armstong.kathy@epa.gov

EPA Region V -- IL, IN, MI, MN, OH, WI

Mail proposals to:

U.S. EPA, Region 5
Environmental Education Grants (AT-18J)
77 West Jackson Boulevard
Chicago, IL 60604

Information:

Megan Gavin
(312) 353-5282
gavin.megan@epa.gov

EPA Region VI -- AR, LA, NM, OK, TX

Mail proposals to:

U.S. EPA, Region 6
Environmental Education Grants (6XA)
1445 Ross Avenue
Dallas, TX 75202

Information:

Bonnie King
(214) 665-2215
king.bonita@epa.gov

EPA Region VII -- IA, KS, MO, NE

Mail proposals to:

U.S. EPA, Region 7
Environmental Education Grants
Office of Public Affairs
901 N. 5th Street
Kansas City, KS 66101

Information:

Denise Morrison
(913) 551-7402
morrison.denise@epa.gov

EPA Region VIII -- CO, MT, ND, SD, UT, WY

Mail proposals to:

U.S. EPA, Region 8
Environmental Education Grants
1595 Wynkoop Street
Denver, CO 80202-1129

Information:

Wendy Dew
(303) 312-6605
dew.wendy@epa.gov

EPA Region IX -- AZ, CA, HI, NV, American Samoa, Guam, Marianas Islands

Mail proposals to:

U.S. EPA, Region 9
Environmental Education Grants (OPA-2)
75 Hawthorne Street
San Francisco, CA 94105

Information:

Sharon Jang
(415) 947-4252
jang.sharon@epa.gov

EPA Region X -- AK, ID, OR, WA

Mail proposals to:

U.S. EPA, Region 10
Environmental Education Grants
Public Environmental Resource Center
1200 Sixth Avenue, Suite 900 (ETPA-086)
Seattle, WA 98101

Information:

Sally Hanft
(800) 424-4372
(206) 553-1207
hanft.sally@epa.gov

Appendix A - Federal Forms and Instructions

Instructions For the SF 424-Application

This is a standard Federal form to be used by applicants as a required face sheet for the Environmental Education Grants Program. These instructions are modified for this program only and do not apply to any other Federal program.

Instructions for Completing the SF 424 – Application for Federal Assistance (an interactive PDF version of this form is available online at www.epa.gov/enviroed/grants).

1. Select "Application."
2. Select "New."
3. Leave blank.
4. Leave blank.
5.
 - a. Leave blank.
 - b. Leave blank.
6. Leave blank.
7. Leave blank.
8.
 - a. Enter the legal name of the applicant **organization**.
 - b. Enter the Employee/Taxpayer Identification Number as assigned by the Internal Revenue Service (IRS).
 - c. Enter the DUNS number of the application organization.
 - d. Enter the address (including street, city, state, and zip code) of the applicant organization.
 - e. Enter information as appropriate.
 - f. Enter the name, telephone number, Fax, and e-mail address of the person to be contacted on matters involving this application. Middle name and suffix are optional.
9. Enter the appropriate letter to identify the applicant organization. If a not-for-profit organization, the organization must be categorized as a 501(c)(3) by the IRS to be eligible for this grant program.

10. Enter "Environmental Protection Agency."
11. Enter "66.951."
12. Enter "EPA-EE-10-02."
13. Leave blank.
14. List only the major areas affected by the project.
15. Enter the title of the project for which you are applying (**brief title** such as "Students Save the Stream")
16.
 - a. List the Congressional District where the applicant organization is located.
 - b. List the Congressional District(s) affected by the project. If the project affects an entire state, enter "STATEWIDE."

To identify the appropriate Congressional District, go to www.house.gov/.

17. Enter the project start and end dates for the project (e.g., 07/01/10 to 06/30/11).
18. Enter the amount of funding requested or to be contributed during the funding/budget period.
 - a. Enter the amount of money you are requesting from EPA.
 - b. Enter the amount of money the application organization is contributing.
 - c. Enter the amount of money a state organization is contributing, as appropriate.
 - d. Enter the amount of money a local organization is contributing, as appropriate.
 - e. Enter the amount of money another organization is contributing, as appropriate.
 - f. Enter the amount for any program income which you expect will be generated by the project: e.g., income from admission fees to a conference financed by the grant funds. In your budget narrative explain how the income will benefit the project.
 - g. Enter the total amount of the project. The total of lines (b-e) must be at least 25% of the amount entered into (g) because this grant program has a matching requirement of 25% of the total allowable project costs. **Divide the federal amount entered in (a) by 3 to determine the match required for your proposal.**
19. Select "c. Program is not covered by E.O. 12372."

20. Answer as appropriate.

21. Enter the name, title, telephone number and e-mail of the person authorized to contract or obligate the applicant organization to the terms and conditions of the grant. Print a hard-copy of the SF-424 and sign it (preferably in blue ink to identify the original).

Instructions for the SF-424A - Budget

This is a standard federal form used by applicants as a basic budget. These instructions are modified for this grant program only and do not apply to any other Federal program.

Section A - Budget Summary – Do NOT complete – Leave whole page blank for this program.

Section B - Budget Categories - Complete Columns (1), (2) and (5) as stated below.

All funds requested and contributed as a match must be listed under the appropriate Object Class categories listed on this form. Please round figures to the nearest dollar. In column (1) list by category how EPA funds will be spent; in column (2) list matching funds by category; then add sideways and put the totals in column (5) per category. Many applicants will have blank lines in some Object Class Categories and no applicant should use line 6(g) Construction because it is an unallowable cost for this program. NOTE: Your total dollar figures on the Form 424 and 424A and detailed budget should all be the same. Your detailed budget should list costs under the same object class categories used on this form, but with significantly more information; for example the 424A will have a total for travel and the detailed budget will list number of travelers and trips, locations, per diem costs, etc.

Line 6(i) - Show the totals of lines 6(a) through 6(h) in each column.

Line 6(j) - Show the amount of indirect costs, but ONLY if your organization already has an Indirect Cost Rate Agreement with a Federal Agency and has it on file, subject to audit.

Line 6(k) - Enter the total amount of Lines 6(i) and 6(j).

Line 7 - Program Income - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Describe the nature and source of income in the detailed budget description and your planned use of the funds to enhance your project.

Instructions for Detailed Itemization of Costs

The proposal must also contain a detailed budget description as specified in Section IV(C)(4) of this Notice, and should conform to the following:

Personnel: List all participants in the project by position title. Give the percentage of the budget period for which they will be fully employed on the project (e.g., half-time for half the budget period equals 25%, full-time for half the budget period equals 50%, etc.). The detail

should include for each person: Percentage of Time on project X Annual Salary and/or hourly wage = Personnel Cost. List this data for all personnel and then put the total on the Form 424A.

Fringe Benefits: Indicate percentage of basic salary and what it includes, such as health insurance.

Travel: If travel is budgeted, show trips, travelers, destinations, costs per mile, per diem and purpose of travel.

Equipment: Identify each piece of equipment with a cost of \$5,000 or more per unit to be purchased and explain the purpose for which it will be used. Less costly items are listed under supplies.

Supplies: List categories of supplies; e.g., laboratory supplies and office supplies for items that can be grouped. If the supply budget is less than 2% of total costs, you do not need to itemize.

Contractual: Specify the nature and cost of such services and how costs were determined such as by using estimates or historical information. Explain how you will select your contractor. EPA may require review of contracts for personal services prior to their execution to assure that all costs are reasonable and necessary to the project.

Construction: Not allowable for this program.

Other: Specify all other costs under this category. These may include costs such as: stipends for teachers, costs for buses for field trips, fees for entrance to parks and nature centers, printing, postage, conference fees for booths, and other costs that do not fall under the categories listed above.

Indirect Costs: Not allowable unless you have a current application on file with a federal agency at the time of submission. Provide the percentage rate used and explain how charges were calculated for this project.

Income: If you anticipate earning program income as a result of your EPA award, show the estimated amount, explain how it is to be earned (the source of income), and how it will be used to enhance your project. When you do use program income on your project, it is important that you include the amount in your detailed budget.

Appendix B -- Checklist for Proposal

Checklist for Content of Proposal – Please submit only the following documents in this order (Please send **the original and two copies.**):

_____ Standard Federal Application Form (SF-424)

_____ Budget Form (SF-424A) - Section B – 1 page only - Use 3 columns - EPA share, matching share, and total in column 5

_____ Project Summary Sheet --one page – format required

_____ Project Description (what, why, how, who) - Format optional -- use headings to help reviewers find everything.

_____ Project Evaluation Criteria for key outputs and outcomes

_____ Detailed Budget - Use two columns to show EPA and non-Federal portions for each expense. Use the same order and categories used on 424A, but with much greater detail

Appendices

_____ Timeline - List all major activities and milestones over project period

_____ Logic model showing outputs and outcomes

_____ Technical Experience and Qualifications

_____ Letters of commitment from partners explaining the **tasks or funding they will provide**

Please no letters of recommendation or endorsement from individuals or organizations that explain the merits of your project or your past accomplishments. They will **not** add to your score regardless of who sends them on your behalf. Also, please do **not** submit unnecessary cover letters, maps and other attachments, binders and binder sheets, and audio visuals such as videos or CDs. These create a burden for the reviewers and are not helpful, nor are they reviewed or evaluated.

Appendix C – Examples of Performance Measures (Logic Model)

This chart provides examples of some of the outputs and outcomes Environmental Education Grants may produce. It is intended as guidance to define terms used in this announcement. A basic logic model template can be found on the EPA Environmental Education Web site (<https://www.epa.gov/enviroed/grants>) and used to print out a specific version that complements your grant proposal.

Outputs and short-term outcomes must occur and be reported to EPA within the project period. Progress should at least begin on medium-term or long-term outcomes during the project period.

Sample Logic Model of PROJECT PERFORMANCE MEASURES (examples of outputs and outcomes for various types of educational projects)			
OUTPUTS	OUTCOMES		
Short-term	Short-term	Medium-term	Long-term
Recruitment of teachers, students, or other target audience	Increased access to environmental education resources and programs	Changes in awareness about issues and decisions that affect the environment	Establishment of sustainable environmental education programs
Training	Students and teachers learn skills	Students and community leaders make decisions to improve their environment	Improved environmental literacy and social change for the better
Workshops/Clinics	Increased environmental knowledge	Specific actions are taken to improve the environment	Increased stewardship leads to civic responsibility for environmental protection, habitat preservation, and pollution prevention
Courses	Increased motivation to become stewards and protect habitat and the environment	Environmental stewardship is underway	
Field Trips	Educators are motivated to train others	Assessment of actions to improve the environment/Measuring success	
Educational Materials	Assessment of learning/ measuring success		
Videos, CDs, DVDs, Web sites			
Conferences and presentation of results			